

Pontiac Elementary

500 Spears Creek Church Road
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	688 Students	
Principal	Beth Elliott	803-699-2700
Superintendent	Dr. Stephen W. Hefner	803-787-1910
Board Chair	William Flemming, Jr., DMD	803-736-0015

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	54	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes
2006	Good	Unsatisfactory	Yes

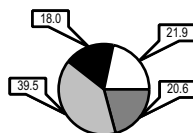
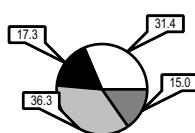
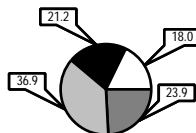
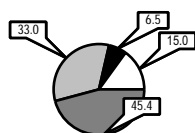
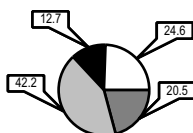
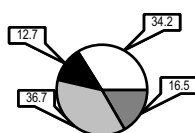
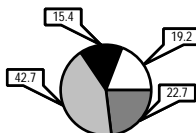
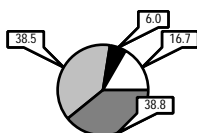
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	334	96.4	14.9	32.8	45.6	6.8	61.1	Yes	Yes
Gender									
Male	161	96.3	20.0	36.6	40.0	3.4	52.4	N/A	N/A
Female	173	96.5	9.9	29.1	51.0	9.9	69.5	N/A	N/A
Racial/Ethnic Group									
White	127	94.5	12.5	25.0	53.6	8.9	71.4	Yes	Yes
African American	175	98.3	16.8	40.6	37.4	5.2	51.6	Yes	Yes
Asian/Pacific Islander	11	100.0	9.1	9.1	72.7	9.1	90.9	I/S	I/S
Hispanic	20	90.0	17.6	29.4	47.1	5.9	58.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	301	100.0	12.2	33.1	47.5	7.2	63.3	N/A	N/A
Disabled	33	63.6	55.6	27.8	16.7	0.0	27.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	96.4	14.9	32.8	45.6	6.8	61.1	N/A	N/A
English Proficiency									
Limited English Proficient	19	94.7	22.2	27.8	44.4	5.6	61.1	I/S	I/S
Non-Limited English Proficient	315	96.5	14.4	33.1	45.7	6.8	61.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	98.3	23.4	37.7	34.4	4.5	46.1	Yes	Yes
Full-pay meals	159	94.3	5.6	27.5	57.7	9.2	77.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	334	96.4	15.9	37.5	24.7	22.0	59.1	Yes	Yes
Gender									
Male	161	96.3	16.6	37.2	24.8	21.4	56.6	N/A	N/A
Female	173	96.5	15.2	37.7	24.5	22.5	61.6	N/A	N/A
Racial/Ethnic Group									
White	127	94.5	10.7	26.8	26.8	35.7	72.3	Yes	Yes
African American	175	98.3	20.6	45.2	21.3	12.9	47.7	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	45.5	36.4	18.2	81.8	I/S	I/S
Hispanic	20	90.0	17.6	35.3	29.4	17.6	58.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	301	100.0	14.0	37.8	25.5	22.7	60.8	N/A	N/A
Disabled	33	63.6	44.4	33.3	11.1	11.1	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	96.4	15.9	37.5	24.7	22.0	59.1	N/A	N/A
English Proficiency									
Limited English Proficient	19	94.7	16.7	38.9	33.3	11.1	55.6	I/S	I/S
Non-Limited English Proficient	315	96.5	15.8	37.4	24.1	22.7	59.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	98.3	24.0	42.9	20.1	13.0	47.4	Yes	Yes
Full-pay meals	159	94.3	7.0	31.7	29.6	31.7	71.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	334	97.6	31.4	36.3	15.0	17.3	32.4
Gender							
Male	161	97.5	32.7	34.7	17.3	15.3	32.7
Female	173	97.7	30.1	37.8	12.8	19.2	32.1
Racial/Ethnic Group							
White	127	95.3	20.3	33.9	18.6	27.1	45.8
African American	175	99.4	41.1	37.3	12.0	9.5	21.5
Asian/Pacific Islander	11	100.0	9.1	45.5	18.2	27.3	45.5
Hispanic	20	95.0	33.3	33.3	16.7	16.7	33.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	301	100.0	27.3	37.8	16.2	18.7	34.9
Disabled	33	75.8	71.4	21.4	3.6	3.6	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	97.6	31.4	36.3	15.0	17.3	32.4
English Proficiency							
Limited English Proficient	19	100.0	36.8	26.3	21.1	15.8	36.8
Non-Limited English Proficient	315	97.5	31.0	36.9	14.6	17.4	32.1
Socio-Economic Status							
Subsidized meals	175	99.4	41.4	35.7	13.4	9.6	22.9
Full-pay meals	159	95.6	20.8	36.9	16.8	25.5	42.3

Social Studies							
All Students	334	97.6	21.9	39.5	20.6	18.0	38.6
Gender							
Male	161	97.5	26.0	35.3	22.7	16.0	38.7
Female	173	97.7	17.9	43.6	18.6	19.9	38.5
Racial/Ethnic Group							
White	127	95.3	18.6	39.8	19.5	22.0	41.5
African American	175	99.4	24.7	39.9	20.3	15.2	35.4
Asian/Pacific Islander	11	100.0	9.1	18.2	45.5	27.3	72.7
Hispanic	20	95.0	27.8	50.0	16.7	5.6	22.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	301	100.0	18.0	41.0	21.6	19.4	41.0
Disabled	33	75.8	60.7	25.0	10.7	3.6	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	334	97.6	21.9	39.5	20.6	18.0	38.6
English Proficiency							
Limited English Proficient	19	100.0	31.6	31.6	21.1	15.8	36.8
Non-Limited English Proficient	315	97.5	21.3	40.1	20.6	18.1	38.7
Socio-Economic Status							
Subsidized meals	175	99.4	29.9	44.6	15.3	10.2	25.5
Full-pay meals	159	95.6	13.4	34.2	26.2	26.2	52.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	105	100.0	7.3	28.1	57.3	7.3	64.6
	4	121	100.0	23.6	32.1	41.5	2.8	44.3
	5	117	99.2	15.6	54.1	28.4	1.8	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	96.2	10.9	28.3	54.3	6.5	60.9
	4	111	95.5	14.9	35.1	44.7	5.3	50.0
	5	118	97.5	18.2	34.5	39.1	8.2	47.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	105	100.0	13.5	45.8	31.3	9.4	40.6
	4	121	100.0	16.0	45.3	23.6	15.1	38.7
	5	117	100.0	16.4	42.7	20.9	20.0	40.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	96.2	12.0	42.4	22.8	22.8	45.7
	4	111	95.5	13.8	30.9	30.9	24.5	55.3
	5	118	97.5	20.9	39.1	20.9	19.1	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	105	100.0	26.0	41.7	27.1	5.2	32.3
	4	121	100.0	25.5	36.8	17.9	19.8	37.7
	5	117	100.0	32.7	41.8	14.5	10.9	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	36.5	39.6	12.5	11.5	24.0
	4	111	95.5	25.8	30.9	18.6	24.7	43.3
	5	118	97.5	31.9	38.1	14.2	15.9	30.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	105	100.0	10.4	45.8	26.0	17.7	43.8
	4	121	100.0	18.9	48.1	21.7	11.3	33.0
	5	117	100.0	24.5	52.7	13.6	9.1	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	12.5	36.5	26.0	25.0	51.0
	4	111	95.5	22.7	38.1	24.7	14.4	39.2
	5	118	97.5	29.2	43.4	12.4	15.0	27.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 688)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.3%	Up from 0.7%	2.7%	2.8%
Attendance rate	96.8%	Up from 95.0%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Up from 2.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Up from 2.9%	0.0%	0.0%
Eligible for gifted and talented	22.8%	Down from 25.1%	12.3%	10.4%
On academic plans	25.7%	N/AV	32.2%	33.6%
On academic probation	0.8%	N/AV	1.3%	1.0%
With disabilities other than speech	5.2%	Down from 7.0%	8.1%	7.5%
Older than usual for grade	0.3%	Up from 0.2%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	73.6%	Up from 70.4%	55.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.4%	N/A	1.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 88.0%	88.7%	87.3%
Teacher attendance rate	94.6%	Down from 95.7%	94.9%	94.9%
Average teacher salary	\$43,459	Up 5.1%	\$42,881	\$42,485
Prof. development days/teacher	17.3 days	Down from 19.4 days	13.9 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 18.1 to 1	19.0 to 1	18.6 to 1
Prime instructional time	90.4%	Up from 88.6%	90.1%	89.7%
Dollars spent per pupil*	\$7,305	Down 1.5%	\$6,360	\$6,557
Percent of expenditures for teacher salaries*	71.8%	Up from 71.1%	64.7%	64.0%
Percent of expenditures for instruction*	76.6%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pontiac Elementary focuses on meeting the needs of individual students, which in turn creates group success. We are proud to announce our recognition in the area of school climate. We were named a Red Carpet School for the 2005-2006 school year. We add this award along with our National Blue Ribbon status, School of Promise, District Teamwork Award and Exemplary Writing Award. These recognitions confirm our drive to continue to stretch our academic expectations for all students. We feel our community-building climate is what contributes to our ongoing successes. We continue as a faculty, staff, parent, and student team to constantly change and restructure. We pride ourselves on our philosophy of meeting the needs of all students. Making a difference with each individual student is our focus. With such a qualified staff including 18 National Board Certified Teachers, 2 finalists for the State of South Carolina Excellence of Teaching in Math and Science, 5 District Honor Roll Teachers, a Fulbright Scholarship Winner, Past Support Person of the Year and many grant recipients, we are ready to challenge each and every student to reach his/her potential. We are proud of our technology labs, as well as computers and other multimedia technologies in the classroom to enhance instruction.

Our developmentally appropriate space for kindergarten, elementary, and intermediate grades has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be a strength of our program. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum. Our partnership has enabled us to be a part of many University grants and projects such as the collaboration between Engineering interns and our Pontiac students.

As part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focusing on individual students' test scores. Our PACT scores continue to be strong and the number of students scoring in the below basic category continue to decline. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching our high expectations. We have worked on dress code, safety issues and meeting the needs of a growing, active community. Many variables are included in providing the very best learning environment for all students. We will continue to strive to be the best possible educational setting for all students.

Beth T. Elliott, Principal
Teresa Legette, Site Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	109	42
Percent satisfied with learning environment	100.0%	95.3%	83.3%
Percent satisfied with social and physical environment	98.0%	85.8%	90.5%
Percent satisfied with school-home relations	97.9%	91.4%	92.9%

*Only students at the highest elementary school grade level at this school and their parents were included.